

BIBLIOGRAFI TERPILIH

- Abott, A. F. (1972). Ordinary level physics(2nd ed.). London: Heinemann.
- Anderson, B. (1986). Pupils' explanations of some aspect of chemical reactions. Science Education, 70, 549 – 563.
- Barnes, D., Birton, J., & Torbe, M. (1986). Language, the learner and the school(3rd ed.). Harmondsworth, New York: Penguin.
- Beynon, J. (1994). A few thoughts on energy and mass. Physics Education, 29, 86-88.
- Bodner, G. (1986). Constructivism: A theory of knowledge. Journal of Chemical Education, 63, 873-878.
- Boost for pure science students. (1996, October 13). New Strait Times, p. 3.
- Champagne, A. B., Klopfer, L. E., & Anderson, J. H. (1980). Factor influencing the learning of classical mechanics. American Journal of Physics, 48(12), 1074.
- Cheong, F. C. (1997). Fizik STPM jilid 1. Kuala Lumpur: Longman.
- Cho, H., Khale, J. B., & Nordland, F. H. (1985). An investigation of high school biology text books as sources of misconceptions and difficulties in genetics and some suggestions for teaching genetics. Science Education, 69, 707-719.
- Clement, J. (1982). Students' preconceptions in mechanics. American Journal of Physics, 50(1), 66-71.
- Clement, J. (1987). Overcoming students' misconception in physics: The role of anchoring intuitions and analogical validity. In J. D. Novaks(Ed.), Proceedings of the Second International Seminar on Misconceptions and Educational Strategies in Science and Mathematics(Vol. III, pp. 84-97). Ithaca, NY: Department of Education, Cornell University.
- Clough, E., & Driver, R. (1985). Secondary students' conceptions of the conduction of heat: Bringing together scientific and personal views. Physics Education, 20, 176-182.

- Cronin, P. J., Dekkers, J., & Dunn, J. G. (1982). A procedure for using and evaluating concept maps. Research in Science Education, 12, 17-24.
- Cutnell, D. C., & Johnson, K. W. (1989). Physics. New York: John Wiley & Sons.
- di Sessa, A. A. (1983). Phenomenology and the evolution of intuition. In D. Gentner & A. L. Stevens(Ed.) Mental models. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Doran, R. L. (1972). Misconceptions of selected science concepts held by elementary school students. Journal of Research in Science Teaching, 9, 127-137.
- Driver, R. (1979, August). The pupil as scientist. Paper presented to the GIREP conference, Rehovot, Israel.
- Driver, R., & Easley, J. (1978). Pupils and paradigms: A review of literature related to concept development in adolescent science students. Studies in Science Education, 5, 61-84.
- Driver, R., & Warrington, C. (1985). Students' use of the principle of energy conservation in problem situations. Physics Education, 20, 171-175.
- Dua puluh lapan peratus saja mengikuti sains. (1995, November 17). Utusan Malaysia, p. 22.
- Dykstra, D. I., Boyle, C. F., & Monarch, W. A. (1976). Studying conceptual change in learning physics. Science Education, 76(6), 615-652.
- Enderstein, L. G., & Spargo, P. E. (1996). Beliefs regarding force and motion: A longitudinal and cross-cultural study of South African school pupils. Journal of Research in Science Teaching, 18(4), 479-492.
- Feynman, R. P., Leighton, R. B., & Sands, M. (1963). The Feynman lectures on Physics. (Vol. 1). USA: Addison-Wesley.
- Gilbert, J. K., & Osborne, R. J. (1980). 'I understand, but I don't get it: Some problems of learning science. School Science Review, 61(217), 664-678.
- Gilbert, J., & Watts, D. (1983). Concepts, misconceptions and alternative conceptions: Changing perspectives in science education. Studies in Science Education, 10, 61-98.

- Gilbert, J. K., Watts, D. M., & Osborne, R. J. (1982). Eliciting student views using an Interview-about-Instances technique. Physics Education, 17(2), 62-65.
- Goldring, H. (1987). An energy module for liberal arts students. In D. F. Kirwan(Ed.), Energy resources in science education. (pp. 141-145). Oxford: Pergamon.
- Gottfried, S. S., & Kyle, W. C. (1992). Textbook use and the biology education desired state. Journal of Research in Science Teaching, 29(1), 35-49.
- Grayson, D. J. (1994). Concept substitution: An instructional alternative frameworks. Research in Science Education, 24, 102-111.
- Gunstone, R. (1984). Circular motion: Some pre-instruction alternative frameworks. Research in Science Education, 14, 125-136.
- Halloun, I. A., & Hestenes, D. (1987). Common sense concepts about motion. American Journal of Physics, 53, 1056.
- Hashweh, M. (1988). Descriptive studies of students' conceptions in science. Journal of Research in Science Teaching, 25, 121-134.
- Helm, H. (1980). Misconceptions in physics amongst South African students. Physics Education, 28, 146-153.
- Helm, H., & Novak, J. D. (Eds.). (1983). Proceedings of the International Seminar on Misconceptions in Science and Mathematics. Ithaca, New York: Department of Education, Cornell University.
- Huis, C. V., & Berg, E. V. (1993). Teaching energy: A system approach. Physics Education, 28, 146-153.
- Jones, H. G., & Mooney, R. J. (1981). An approach to conceptual difficulties in physics. Physics Education, 16, 356-356.
- Katu, N., & Thijs, G. D. (1996). A constructivist laboratory teaching to remedy students' alternative conceptions of force: An exploratory study in an Indonesian high school. Journal of Science and Mathematics Education in Southeast Asia, XIX(1), 12-25.

- Kementerian Pendidikan Malaysia. (1992). Sukatan pelajaran sekolah menengah fizik tingkatan empat dan lima. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Kementerian Pendidikan Malaysia. (1995). Sukatan pelajaran sekolah menengah: Sains. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Kilmister, L. W. (1982). Newton's laws of motion – rules or discoveries? Physics Education, 17, 59-61.
- Klausmeier, J. H., Ghatala, S. E., & Frayer, A. D. (1974). Conceptual learning and development – a cognitive view. New York: Academic Press.
- Kruger, C. (1990). Some primary teachers' idea about energy. Physics Education, 25, 86-91.
- Kruger, C., Palacio, D., & Summers, M. (1992). Surveys of English primary teachers' conceptions of force, energy and materials. Science Education, 76(4), 339-351.
- Lawson, A. E., & Renner, J. W. (1975). Relationships of science subject matter and development levels of learners. Journal of Research in Science Teaching, 12(4), 347-358.
- Lee, M. N. N., Ahmad Nurulazam, Mohd Zain, & Seth Sulaiman. (1992). Misconceptions in selected topics in physics among Malaysian pupils. Journal of Science and Mathematics Education in Southeast Asia, 15(1), 55-62.
- Lehrman, R. (1982). Confused physics – A tutorial critique. Physics Teacher, 20, 519-523.
- Lew, T. S. (1982). Gravitational potential: Some misconceptions and alternative sequence for developing the concept at sixth form level. Journal of Science and Mathematics Education in Southeast Asia, V(2), 22-26.
- Majlis Peperiksaan Malaysia. (1995). Sukatan pelajaran dan contoh soalan fizik STPM. Kuala Lumpur: Percetakan Warni Sdn. Bhd.
- Malaysia: The way forward. Vision 2020. (1991). Malaysia: Jabatan Perdana Menteri, Malaysia.

- Markle, S. M., & Tiemann, P. W. (1970). 'Behavioural' analysis of 'cognitive' content. Educational Technology, 10(1), 41-45.
- McClelland, J. A. G. (1985). Misconceptions in mechanics and how to avoid them. Physics Education, 20, 159-170.
- McCloskey, M. (1983). Naïve theories of motion. In D. Gentner & A. L. Stevens(ed.) Mental models. Hillsdale, NJ: Lawrence Erlbaum Associates.
- McDermott, L. C. (1984). Research on conceptual understanding in mechanics. Physics Today, July, 24-32.
- Mohapatra, J. K., & Bhattacharyya, S. (1989). Pupils', teachers' induced incorrect generalisation and the concept of 'force'. Journal of Research in Science Education, 15, 546-587
- Novak, J. D., & Gowin, D. B. (1984). Learning how to learn. London: Cambridge University Press.
- Osborne, R. J., Bell, B. F., & Gilbert, J. K. (1983). Science teaching and children's views of the world. European Journal of Science Education, 5(1), 1-14
- Osborne, R. J., & Cosgrove, M. M. (1983). Children's conceptions of the changes of state of water. Journal of Research in Science Teaching, 20, 825-838.
- Osborne, R. J., & Freyberg, P. (1985). Learning in science: The implications of children's science. Auckland: Heinemann.
- Osborne, R. J., & Gilbert, J. K. (1979). Investigating student understanding of basic physics concepts using interview-about-instances technique. European Journal of Science Education, 9, 85-93.
- Osborne, R. J., & Gilbert, J. K. (1980a). A technique for exploring students' view of the world. Physics Education, 15, 376-379.
- Osborne, R. J., & Gilbert, J. K. (1980b). A method for investigating concept understanding in science. European Journal of Science Education, 2, 311-321.

- Palmer, D. (1997). The effect of context on students' reasoning about forces. International Journal of Science Education, 19(6), 681-696.
- Poh, L. Y., Nagappan, S., & Lim, S. C. (1996). Fizik STPM: jilid 1. Kuala Lumpur: Fajar Bakti.
- Prideaux, N. (1995). Different approaches to the teaching of the energy concepts. School Science Review, 77(278), 49-56.
- Renner, J. W., & Grant, R. W. (1978). Can students grasp physics concepts? The Science Teacher, 45(7), 30-33.
- Ross, K. A. (1988). Matter scatter and energy anarchy: The second law of thermodynamics is simply common experience. School Science Review, 69(248), 438-445.
- Savage, M. D., & Williams, J. S. (1989). Centrifugal force: Fact or fiction? Physics Education, 24, 133-141.
- Schmidt, H. (1997). Students' misconceptions – Looking for a pattern. Science Education, 81, 123-135.
- Searle, P. (1993). A study of force concepts in tertiary level students. Research in Science Education, 23, 266-275.
- Sheikh Othman, Md. Nor, & Ibrahim. (1991). Kamus dewan. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Solomon, J. (1982). How children learn about energy – or does the first law come first? School Science Review, 63(224), 415-422.
- Taber, K. (1989). Energy – by many other names. School Science Review, 70(252), 57-62.
- Thijs, G. D. (1992). Evaluation of an introductory course on 'force' considering students' preconceptions. Science Education, 2, 155-174.
- Trumper, R. (1991). Being constructivist: An alternative approach to the teaching of energy concept – part two. International Journal of Science Education, 13(1), 1-10.

- Trumper, R., & Gorsky, P. (1993). Learning about energy: The influence of alternative frameworks, cognitive levels, and closed mindedness. Journal of Research in Science Education, 30(7), 637-648.
- Viennot, L. (1979). Spontaneous reasoning in elementary dynamics. European Journal of Science Education, 1, 205.
- Wandersee, J. H., Mintzes, J. J., & Novak, J. D. (1994). Research on alternative conceptions in science. In D. Gabel(Ed.), Handbook on research in science teaching(chap. 5), Washington, DC: National Science Teachers Association.
- Warren, J. W. (1979). Understanding force. London: John Murray.
- Warren, J. W. (1983). Energy and its carrier: A critical analysis. Physics Education, 18, 209-212.
- Warren, J. W. (1986). At what stage should energy be taught? Physics Education, 21, 154-156.
- Watts, D. (1983). Some alternative views of energy. Physics Education, 16, 213-217.
- Watts, D. M., & Zylbersztajn, A. (1981). A survey of children's ideas about force. Physics Education, 16, 360-365.
- Yore, L. D. (1991). Secondary science teachers' attitudes toward and beliefs about science reading and science textbooks. Journal of Research in Science Teaching, 28(1), 55-72.
- Za'rour, G. I. (1975). Science misconceptions among certain groups of students in Lebanon. Journal of Research in Science Teaching, 12(4), 385-391.